

**Mu'tah University**
**Deanship of Graduate Studies**

# The Effect of Deductive and Inductive Approaches in Teaching Passive Voice for the Ninth Grade Students AI- Qaser District

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## Dedication

**This work is dedicated to**
**My parents, my wife, my brothers and**
**all those who helped me in achieving**
**this thesis .**

**Mohammad M. Al-Laimoon**

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I wish to express my great appreciation and respect to my thesis supervisor Prof. Majid Al-Khataybeh for his fruitful suggestions, consistent guidance, constructive comments , encouragement and his kind necessary collaboration , which made the idea of this research project a real work.

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Mohammad M. Al-Laimoon

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## List of Abbreviations

The following list of abbreviations used in the current study will have the meaning designated hereafter.

**TEFL**: Teaching English as a Foreign Language
**TESOL**: Teaching English to Students of Other Languages
**ESL**: English as a Second Language
**EFL**: English as a Foreign Language
**CLT**: Communicative Languge Teaching
**Sec**.: Secondary
**Ach**. : Achievement
**Ach_level**: Achievement level

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## Abstract

**The Effect of Deductive and Inductive Approaches in Teaching Passive Voice for the Ninth Grade Students In Al-Qaser District**

by

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**Mu'tah University (2012)**

The purpose of the study was to investigate the effect of the inductive and deductive methods on students' achievement in teaching English passive voice for the ninth graders in Al-Qaser Directorate of Education during the second semester 2011/ 2012. The population of the study consisted of (781) male and female ninth grade students in all public schools in Al-Qaser Directorate of Education. The sample of the study consisted of 4 groups; (55) male and (45) female students. Two (male and female) groups were taught English passive voice using the deductive method , while the other two groups were given the same material inductively. The researcher used a pre-test and a post-test before and after applying the instructional material. The study revealed the following;

There were statistically significant differences due to the teaching method in favor of the inductive method, all levels were better in inductive method ,so there is no difference among the groups within the inductive method. Also there was a significant difference due to deductive method in favor of females. However, the study showed an effect due to the students' levels. The results showed that the students achievement in the three levels: low, mid and high was better in the inductive in comparison with the deductive method. In light of the results of the study, the researcher advised the teachers to use the inductive method in teaching English passive voice to the ninth graders.

# الملخص

## اثر طريقتي الاستقراء والاستنباط في تدريس قواعد المبني للمجهول على طلبة الصف التاسع في منطقة القصر


**محمد موسى عبدالله الليمون**

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هدفت هذه الدراسة إلى دراسة اثر طريقتي الاستنباط والاستقراء على مستوى تحصيل الطلبة في تدريس قواعد المبني للمجهول في مبحث اللغة الانجليزية لطلبة الصف التاسع الأساسي في المدارس الحكومية في منطقة القصر وذلك في الفصل الدراسي الثاني من العام 2012\2011 .تكون مجتمع الدراسة من جميع طلبة الصف التاسع في مدارس منطقة القصر والبالغ عددهم (781) طالبا وطالبة. وأما عينة الدراسة فقد تكونت من أربعة شعب ; شعبتي إناث تكونت من (47) طالبة، وشعبتي ذكور تكونت من (55) طالبا. تلقت مجموعتي (ذكور وإناث) تدريس قواعد المبني للمجهول بطريقة الاستقراء، وأما المجموعتين الأخريين فقد تلقتا نفس المادة التدريسية بطريقة الاستنباط أو الاستنتاج. كما استخدم الباحث الاختبار القبلي والبعدي قبل و بعد تطبيق المادة التدريسية.

وقد كشفت الدراسة عن النتائج التالية : يوجد فروق ذات دلالة إحصائية تعزى إلى طرق التدريس لصالح طريقة الاستقراء حيث كانت جميع المستويات أفضل في طريقة الاستقراء ولذلك لا يوجد فروق بين المجموعات في هذه الطريقة كما كشفت الدراسة أيضا عن وجود فروق ذات دلالة إحصائية بين الذكور والإناث الذين تلقوا المادة التدريسية بطريقة الاستنباط لصالح الإناث . وقد أظهرت الدراسة وجود اثر يتعلق بمستويات التحصيل، كماد أظهرت الدراسة أن نتائج الطلبة في المستويات الثلاث؛ المنخفض والمتوسط والمرتفع في طريقة الاستقراء كانت أفضل من مثيلتها في طريقة الاستنباط، ومما توصل إليه الباحث في ضوء النتائج التي أسفرت عنها الدراسة أن على المعلمين استخدام طريقة الاستقراء (الاستكشاف) في تدريس قواعد المبني للمجهول لطلبة الصف التاسع الأساسي.

# CHAPTER ONE
# INTRODUCTION

## 1.1 Background of the Study:

The International Teaching Training Organization (2011) mentioned that in teaching, there are many theoretical approaches that have been developed to promote the students' success in learning new information. In TESOL (Teaching English to Students of Other Languages), there are two main theoretical approaches for the presentation of new English grammar; structures or functions to ESL/EFL students: inductive approach and deductive approach. The more traditional of the two theories, is the deductive approach, while the emerging and more modern theory, is the inductive approach.

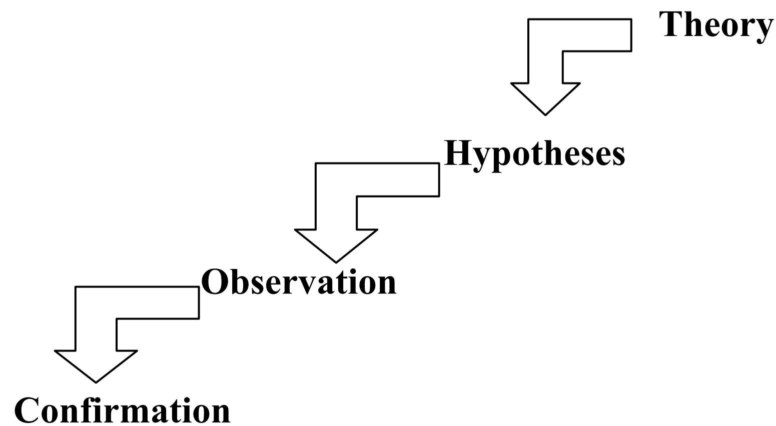
Arslan, Gocmencelebi and Tapan (2009) pointed out that different students give different reaction and learn in different ways from each other. Reasoning styles or their components may be arising from students' learning styles. Some of the discouragement of students for the activities based on reasoning skills may come from learning style differences which were defined as those educational conditions under which a student is most likely to learn, therefore, learning styles are not really concerned with what learners learn, but rather how they prefer to learn. Deduction and induction are two famous thinking styles. The thinking style is classified as deductive if the student tries to support his ideas by a theory, bases himself on mathematical or scientific properties of the theory, and applies the elements of this theory to a particular case. Moreover, thinking is classified as inductive when the student tries to find a generalization or a theory.

Kolb (2000) added that inductive teaching is based on the belief that learning occurs best when it is based on the learners experiences and interactions with the phenomena. The inductive teaching is also known as discovery or inquiry-based teaching, and is also related to the so-called learning cycles. In the latter, phenomena are explored before concepts are named.

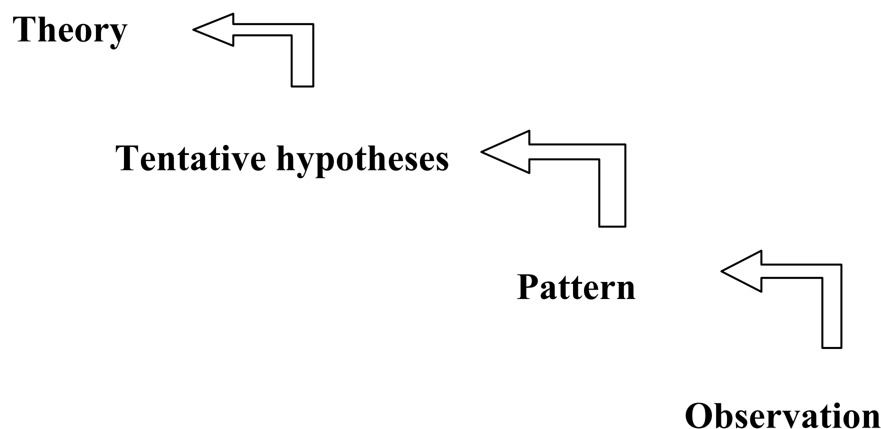
The deductive teaching is based on the belief that learning occurs best from a highly structured presentation of content. The deductive teaching is also called direct instruction. The instructors typically start with the definition of the concept, and provide various examples of how this concept works. Students are then asked to achieve concept mastery, through an examination of given examples and solving problems that are related to the concept.

Torchim (2006) pointed that the deductive approach works from the more general to the more specific. Sometimes this is informally called a top-down approach. Teachers might begin with thinking up a theory about their topic of interest. Then, they narrow that down into more specific

hypotheses that they can test. They narrow down even further when they collect observations to address the hypotheses. This ultimately leads them to be able to test the hypotheses with specific data--*a* confirmation (or not) of their original theories.




The inductive approach works the other way, moving from specific observations to broader generalizations and theories. Informally, we sometimes call this a bottom-up approach. In the inductive approach, we begin with specific observations and measures, begin to detect patterns and regularities, formulate some tentative hypotheses that we can explore, and finally end up developing some general conclusions or theories.




These two approaches have a very different "feel" to them when you are conducting research. The inductive approach, by its very nature, is more open-ended and exploratory, especially at the beginning. But the deductive approach is more narrow in nature and is concerned with testing or confirming hypotheses. Even though a particular study may look like it's purely deductive (e.g., an experiment designed to test the hypothesized effect of some treatment on some outcome), many researches involve both the inductive and the deductive processes at sometime in the project. In fact, it doesn't take a rocket scientist to see that we could assemble the two

graphs above into a single circular one that continually cycles from theories down to observations and back up again to theories. Even in the most constrained experiment, the researchers may observe patterns in the data that lead them to develop new theories.

Rivers & Temperley (1978) pointed that at some stage students must learn the grammar of the language. This learning may be approached *deductively*,(in which case students are given a grammatical rule with examples before they practice the use of a particular structure) or inductively (students see a number of examples of the rule in operation in discourse, practice its use, and then evolve a rule from these examples with the help of the teacher; or they see a number of examples with the help of the teacher, and then practice using the structure). In either of these approaches, there is a phase wherein students practice the use of grammatical structures and apply the various facets of grammatical rules in possible sentences.

Methodologists always view language teaching through different perspectives, here it is worth talking about some different teaching methods that have been in use in the previous decades. They can be briefly surveyed and summarized in the following way:

The grammar-translation approach which focus on grammatical rules, supplies the basis for translating from the second to the native language. It is ironic that this method has until very recently been so stalwart among many competing models : It does virtually nothing to enhance a student's communicative ability in the language. It is remembered with distaste by thousands of school learners, for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose.

In the Oral Direct Method, it is practical or functional grammar that is advocated through which the learners will be able to use the basic grammatical structures as unconscious as possible. The advocates of this approach add that the teacher should realize that grammar is not an end in itself, it is rather a means of developing correct language usage habits based on constant observations and continuous application. In brief, this approach tends to teach grammar inductively.

The Audio-lingual Method came to be known in the 1950s .It was firmly grounded in linguistic and psychological theory. In this method, structures are sequenced and taught one at a time. Moreover, structure patterns are taught by using repetitive drills. In this approach, there is little or no grammatical explanation; grammar is taught by inductive analogy rather than deductive explanation.

In the Natural Approach, learners presumably move through what Krashen and Terrel defined as three stages : (a) The preproduction stage is

the development of listening comprehension skills .(b) The early production stage is usually marked with errors as the student struggles with the language. The teacher focuses on meaning here, not on form, and therefore the teacher doesn't make a point of correcting errors during this stage
( unless they are gross errors that block or hinder meaning entirely) .(c) The last stage is one of extending production into longer stretches of discourse involving more complex games, role plays, open-ended dialogues, discussions, and extended small-group work.

The most controversial aspects of the Natural Approach were its advocacy of a "silent period" (delay of oral production) and its heavy emphasis input. The delay of oral production until speech "emerges" has short comings .The only advantage in this approach is "the silent period " because it helps the learner to build a good background about the target language. In this approach grammar is taught inductively .

## 1.2 Significance of the Study

English is considered as a wide, spread language all over the world. Therefore, many theories, approaches ,methods and strategies about teaching English were found especially during the nineteenth and the twentieth century. Some theories focused on acquiring language as a whole and they were very effective and successful , while others emphasized the different skills of language such as listening, speaking, reading and writing.

In Jordanian English curricula, the experts tried to explain and teach grammar within units in isolated lessons as we see in the Action Pack for the 9$^{th}$ Grade . In teaching, there are many theoretical approaches that have been developed to promote the students' success in learning new information .In teaching English for students of other languages there are two main theoretical approaches for the presentation of new English grammar to English second and foreign language students. These two approaches are deduction and induction .

The most important issue which attracts the attention of many people is whether or not a teacher should use the deductive or the inductive method in teaching grammar.

## 1.3 Statement of the Problem

Through my experience as a teacher of language in Jordan, the researcher noticed that one of the most important problems that face students in learning English is grammar**.** To be more specific, students suffer a lot from using passive voice properly and correctly. Because the researcher is a teacher in Al-Qaser Directorate of Education, the researcher decided to investigate the effect of some techniques in teaching passive voice .

The researcher thinks that a part of the problem could be ascribed to the traditional ways used by English teachers in presenting structures in general, or the inadequate training courses and poor of experience in teaching grammar. Sometimes the students' levels don't give them the ability to use modern techniques in learning grammar.

## 1.4 Purpose and Questions of the Study

This study aimed at investigating the effect of deduction and induction in teaching passive voice on the ninth grade students in Al-Qaser Directorate of Education. The purpose of the study could be achieved through answering the following questions:

1) Are there any differences between the deductive method and the inductive method in teaching passive voice to ninth grade students?
2) Is there an effect of the teaching methods due to gender?
3) Is there an effect of the teaching methods due to the students' achievement level; high, average, low?

## 1.5 Definition of Operational Terms

Terms used in this study were operationally defined and explained as follows:

**Deductive Method**

It is a method in which students are given a grammatical rule or a generalization before practicing a particular structure. This method follows the following procedures :

1. statement of the rule or pattern.
2. sample sentences that students repeat.
3. Wide opportunities for students to practice the new pattern.

In this method, the rule is given and then exemplified.

In this study, the meaning of the deductive method in teaching is to start your lesson with the rules and the generalizations at first, then to elicit examples from students.

**Inductive Method**

In this method, students are encouraged to discover or construct principles by interacting with instances of those principles. The inductive method follows the following procedures :

1. presentation of examples.
2. oral or written practice .
3. generalizations or rule that grows out of the previous activity.

In this study, the meaning of the inductive method is to start your lesson with some examples, and then to ask the students to think about those examples and to guess the similarities and the patterns within those examples. Also, students tend to build initiative hypotheses which in turn will help them in reaching the rules and the generalizations intended by the teacher.

**Ninth Grade**

Those students who have been studying English for nine years and their age is fourteen years old.

**Achievement Test**

The achievement test is the test that is prepared by the researcher.

### 1.6 Limitations of the Study

This study is limited to the following:

The ninth grade students in the public schools in Al-Qaser Directorate of Education in the second semester of the year 2011-2012. Therefore, the generalizability of the findings will be limited to the ninth graders in Al-Qaser Directorate of Education.

## CHAPTER TWO

## REVIEW OF RELATED LITERATURE ;THEORITICAL LITERATURE AND EMPIRICAL ATUDIES

This chapter is divided into two parts; Theoretical Literature and Empirical Studies.

### 2.1 Theoretical Literature

#### 2.1.1The Importance of Grammar in Teaching Foreign Languages

Nordquist (2006) pointed that grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but in any language. As human beings, we can put sentences together even as children-we can all do grammar to be able to talk about how sentences are built, about the types of words and word groups that make up sentences- know about grammar. And knowing about grammar offers a window into the human mind and into our amazingly complex mental capacity.

People associate grammar with errors and correctness. But knowing about grammar also helps us to understand what makes sentences and paragraphs clear, interesting and precise. Grammar can be part of literature discussions, when we and our students closely read the sentences in poetry and stories. And knowing about grammar means finding out all languages and all dialects follow grammatical patterns.

Brown (2001) mentioned that teachers in the past used to teach grammar by giving students a lot of long and difficult explanations of grammatical structures, oral drills , endless written exercises and countless quizzes which still left us unable to use the target language fluently.

Brown added that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In place of words in which he could, for more specificity, have said " morphemes," but for the moment just remember that the components of words ( prefixes, suffixes, roots and noun endings etc.) are indeed apart of grammar. Technically, grammar refers to sentence-level rules, and not to rules only, and not to rules governing the relationship among sentences, which we refer to as discourse rules. But for the sake of simplicity, Brown included discourse consideration in this discussion of grammar-focused instruction.

In the widely accepted definition of communicative competence , the grammatical competence occupies a prominent position as a major component of communicative competence. Organizational competence is an intricate, complex array of rules, some of which govern the sentence ( grammar) , while others govern how we string sentences together (discourse ). Without the structure that organizational constraints impose on our communicative attempts, our language would simply be chaotic.

Organizational competence is necessary for communication to take place, but not sufficient to account for all production and reception in language. Grammar is one of the three dimensions of language that are interconnected. Grammar provides teachers and learners with the form or the structures of language, but those forms are literally meaningless without a second dimension, that of semantics (meaning), and a third dimension, pragmatics. In other words, grammar tells us how to construct a sentence (word order, verb and noun systems, modifiers, phrases, clauses etc.), and discourse rules tell us how to string those sentences together. Semantics tells us something about the meaning(s) of words and strings of words. Then pragmatics tells us about which of several meanings to assign given the context of an utterance or written text. Context takes into account such things as :

1. who the speaker / writer is,
2. who the audience is,
3. where the communication takes place,
4. what communication takes place before and after a sentence in question,
5. implied vs. literal meanings,
6. styles and registers,
7. the alternative forms among which a procedure can choose.

It is important to grasp the significance of the interconnectedness of all three dimensions: no one dimension is sufficient . So, no one can tell you that grammar is irrelevant, or that grammar is no longer needed in a CLT framework. No one doubts the prominence of grammar as an organizational framework within which communication operates, Brown (2001).

The next question, then, is whether to teach grammar in language classes, and if so, how to teach it. As noted above, varied opinions on the question can be found in the literature on language teaching. Reason, balance, and the experience of teachers in recent CLT tradition tell us that judicious attention to grammatical form in the adult classroom is not only helpful, if appropriate techniques are used, but essential to a speedy learning process ,Brown (2001).

### 2.1.2 History of the Deductive and Inductive Methods

Branden (2007) wrote in one of his courses that the idea of inductive logic as providing a general, quantitative way of evaluating arguments is a relatively modern one. Aristotle's conception of 'induction' - which he contrasted with 'reasoning'- only involved moving from particulars to universals. This rather narrow way of thinking about inductive reasoning seems to have held away through the Middle Ages, and into the 17$^{th}$ century when Francis Bacon developed in 1620 an elaborate account of

such reasoning. During the 18th and 19th centuries, the scope of inductive reasoning began to broaden considerably with the advent of more sophisticated inductive techniques and with precise mathematical accounts of the notion of probability. Inductive and quasi-mathematical notions of probability had long been used to codify various aspects of uncertain reasoning in the contexts of games of chance and statistical inference , but a more abstract and formal approach to probability theory would be necessary to formulate the general-modern inductive-logical theories of non-demonstrative inference. In particular, the pioneering work in probability theory in the 18th and the 19th centuries laid the groundwork for a much more general homework for inductive reasoning.

Branden added that the contemporary idea of inductive logic ( as general, logical theory of argument evaluation) didn't begin to appear in a mature form until the late 19th and early 20th centuries. Some of the most eloquent articulations of the basic ideas behind inductive logic in this modern sense appear in John Maynard Keynes' *Treatise on Probability*. which describes a " logical relation between two sets of propositions in cases where it is not possible to argue demonstratively from one to another." Nearly thirty years, later, (Carnap , 1980) published his encyclopedic work *Logical Foundations of Probability* in which he very clearly explicates the idea of an inductive-logical relation called "confirmation" which is a quantitative generalization of deductive entailment. The following quote from (Carnap ,1980) gave some insight into the modern project of inductive logic and its relation to classical deductive logic:" Deductive logic may be regarded as the theory of the relation of logical consequence, and inductive logic as the theory of another concept which is likewise objective and logical degree of confirmation" .

Peter (2004) pointed that the history of scientific method(induction & deduction) is a history of the methodology of scientific inquiry, as differentiated from a history of science in general. The development and elaboration of rules for scientific reasoning and investigation has not been straightforward; scientific method has been the subject of intense and recurring debate throughout the history of science, and many eminent natural philosophers and scientists have argued for the primacy of one or another approach to establishing scientific knowledge. Despite the many disagreements about primacy of one approach over another, there also have been many identifiable trends and historical markers in the several-millennia-long development of scientific method into present-day forms.

Some of the most important debates in the history of scientific method center on: rationalism, especially as advocated by René Descartes. Inductivism, which rose to particular prominence with Isaac Newton and his followers; and hypothetico-deductivism, which came to the fore in the early 19th century. In the late 19th and early 20th centuries, a debate over

realism vs. antirealism was central to discussions of scientific method as powerful scientific theories extended beyond the realm of the observable, while in the mid-20th century some prominent philosophers argued against any universal rules of science at all.

Already during the Reform movement of the 1880's, the conflict between direct and indirect methods used the opposition induction versus deduction as a way to identify natural versus grammatical foreign language learning . The conflict lingered on all through the first half of the 20$^{th}$ century, reaching new heights in the sixties, in clash between audio-lingual methods and cognitive approaches. Since then, induction and deduction have often been studied in the light of this opposition, with some attempts to reconcile the dichotomy, but also leading to other definitions of induction, Wilfried (1996).

### 2.1.3 Advantages and Disadvantages of the Deductive and Inductive Methods

Neither of these methods is perfect for all students all of the time; each has advantages, disadvantages and trade-offs.

Felder (1993) characterized inductive and deductive preferences as a learning style issue. Some students learn best through an inductive method ; some learn best through a deductive method. Inductive learners like making observations and poring over data looking for patterns so they can infer larger principles. Deductive learners like to have the general principles identified and prefer to deduce the consequences and examples from them. These are often the same learners who prefer more structure in general.

From the example about resource partitioning described previously, one can see that the inductive method could potentially make for a "messier" lesson. Students may draw other meanings from the examples and data provided than what was intended by the instructor. The inductive method may also take more time and be less "efficient" than a deductive method. In addition, certain ideas do not lend themselves easily to an inductive technique-teaching about DNA base pairs or photosynthesis, for instance.

Some educators have suggested that deductive teaching can be critically important for students with learning disabilities(Brigham and Matins, 1999). This method has a clear and readily apparent structure, is easily paced to accommodate students needs , and is very familiar to students. But deductive teaching has trade-offs; it can be too rigid , a form that does not allow for divergent student thinking nor emphasize student reasoning and problem solving.

Bay, Staver, Bryan and Hale (1990) found that in a controlled study of science achievement by students with mild handicaps, including learning

disabilities, those students taught by an inductive method showed better long-term retention of concepts than those taught with a deductive method. The hypothesis is that inductive thinking demands deeper processing.

At the same time, open-ended inductive exercises may pose severe challenges for students with learning disabilities. Such students may have difficulty getting started, understanding their role in the exercise, and staying focused on the activity. In order for these students to succeed when engaged in inductive activities, it is essential that the instructor create clear guidelines for behavior, provide explicit directions from the outset of the activity, and be prepared to offer extra guidance as necessary. Mastropieri, Scruggs, and Butcher (1997) concurred and suggested that inductive-based activities for students with learning disabilities, without the supporting structures described here, will result in less effective concept development.

These pros and cons, however, should not steer an instructor away from using one method or the other; both are important teaching models.

Valette and Allen (1977) mentioned the following advantages and drawbacks of the two methods: The advantage of the inductive method is that the students participate in the formulation of the grammatical principle . They have been saying or writing sentences using a specific pattern, so that the generalization is meaningful to them. The disadvantage of the inductive method is that it often makes more time than a deductive presentation. However, some students prefer knowing the generalization before practicing the examples.

An advantage of the deductive method is that it can save class time. There are also some students who prefer having the rule presented and then being allowed to demonstrate their comprehension by applying it to new sentences .

The drawback of the deductive presentation is that it may become dry and technical. The student may feel that he or she is being lectured and therefore, stops paying attention. If the examples are too tricky, the student is frustrated in his or her attempts to apply the rule . Learning a second language becomes purely intellectual exercise instead of being a means to communicate. The deductive presentation is the most effective when new sentences are presented in a meaningful context.

### 2.1.4 How to Use Deductive and Inductive Methods

International Teacher Training Organization (2001) suggested the following instructions in teaching grammar :

The deductive method represents a more traditional style of teaching in that the grammatical structures or rules are dictated to the students first .Thus, the students learn the rule and apply it only after they have been introduced to the rule. For example, if the structure to be presented is present perfect, the teacher would begin the lesson by saying, "Today we

are going to learn how to use the present perfect structure". Then, the rules of the present perfect structure would be outlined and the students would complete exercises, in a number of ways, to practice using the structure. In this approach, the teacher is the center of the class and is responsible for all of the presentation and explanation of the new material.

The inductive method represents a more modern style of teaching where the new grammatical structures or rules are presented to the students in a real language context. The students learn the use of the structure through practice of the language in context, and later realize the rules from the practical examples. For example, if the structure to be presented is the comparative form, the teacher would begin the lesson by drawing a figure on the board and saying, "This is Jim. He is tall." Then, the teacher would draw another taller figure next to the first saying, "This is Bill. He is taller than Jim." The teacher would then provide many examples using students and items from the classroom, famous people, or anything within the normal daily life of the students, to create an understanding of the use of the structure. The students repeat after the teacher, after each of the different examples, and eventually practice the structures meaningfully in groups or pairs. With this approach, the teacher's role is to provide meaningful contexts to encourage demonstration of the rule, while the students evolve the rules from the examples of its use and continued practice (Rivers and Temperley , 1978).

In both approaches, the students practice and apply the use of the grammatical structure, yet, there are advantages and disadvantages to each in the EFL/ESL classroom. The deductive approach can be effective with students of a higher level, who already know the basic structures of the language, or with students who are accustomed to a very traditional style of learning and expect grammatical presentations. The deductive approach however, is less suitable for lower level language students, for presenting grammatical structures that are complex in both form and meaning, and for classrooms that contain younger learners. The advantages of the inductive approach are that students can focus on the use of the language without being held back by grammatical terminology and rules that can inhibit fluency. The inductive approach also promotes increased student participation and practice of the target language in the classroom, in meaningful contexts. The use of the inductive approach has been noted for its success in EFL/ESL classrooms world-wide, but its disadvantage is that it is sometimes difficult for students who expect a more traditional style of teaching to induce the language rules from context. Understanding the disadvantages and advantages of both approaches, may help the teacher to vary and organize the EFL/ESL lesson, in order to keep classes interesting and motivating for the students (Goner and Walters , 1995).

## 2.2 Empirical Studies

### 2.2.1 Studies Favoring the Adoption of the Inductive Method:

Joy (2007) carried out a study to check the effect of the expository and the discovery (field trip) methods on students' achievement in ecology. The study was a pre-test treatment post-test control design. Three educational districts from the Niger Delta region of Nigeria were treated as clusters. Twenty boys and 20 girls were randomly selected, making up a total of 40 students, in each of Group A, Group B, and Group C . Students in Group A were taught ecology by taking them to the school farm, pond and nearby stream, while students in Group B were taught ecology strictly in the classroom. Students in Group C were not taught but have knowledge of ecology. Findings of the study revealed a highest performance of Group A relative to Group B and Group C. Students in Group A (field trip) were thus able to perform highest because of their opportunity of having first-hand experience of organisms in their natural habitat.

Obaidat (1991) carried out a study to determine whether the inductive method or the deductive method was more effective in teaching English conditional sentences type 1&2 to the tenth graders in Jordan. The population of the study was composed of all the tenth graders in the public schools in the region of Benikinanah, for the second semester of the academic year 1991. The sample of the study was composed of four sections (120) students. Two sections (one male and one female) were assigned at random for the inductive method, and the other two sections were assigned for the deductive method. The findings of the study revealed that the inductive method was more adequate than the deductive method in teaching English conditionals type 1&2 to tenth graders.

Kassawnih (1984) investigated the relation between creative thinking and achievement in Math's by comparing the efficiency of the discovery method vs. the traditional method. The sample consisted of (231) boys and (211) girls. A three-way analysis of variance was used to analyze data. The results showed significant difference in favour of the discovery method.

### 2.2.2 Studies Favoring the Adoption of the Deductive Method

Noriko (1997) carried out a research paper to describe a new parser-driven Japanese tutor called, "banzai" designed for second language instruction. The paper also presents an empirical study using the "banzai" program. The relative effectiveness of teaching explicit grammatical rules as opposed to providing relevant examples without rule instruction has been a subject of continuing debate in second language acquisition research. This debate raises an important design question for computer feedback. To answer this question, an experiment was performed in which two types of feedback were implemented into the banzai program: rule-

based (deductive) feedback and example-based (inductive) feedback. The participants in the study were students taking Japanese at the college level, most of whom were native English speakers. The results of the study indicate that ongoing rule-driven deductive feedback is more effective than example-driven inductive feedback for learning relatively complex structures whose grammatical rules are not salient in light of examples.

Abu Housh (1987) conducted a study to compare the effectiveness of the deductive and the inductive method in teaching English reported questions to the second secondary scientific stream students in Jordan. The population of the study consisted of all the second secondary scientific stream students in the schools in the city of Irbid, for the second semester of the academic year 1986/1987. The sample of the study consisted of four sections 150 subjects) . Two sections (one male and one female) were randomly assigned for the deductive method and the other two sections were assigned for the inductive method. Both groups were taught the English reported questions. Analysis of covariance was used with 2x2x3 factorial design. The results of the study showed that the deductive method was more effective than the inductive method in teaching English reported questions to the second secondary scientific stream.

**2.2.3 Studies Indicating No or Few Differences Between the Two Methods:**

There were a few studies that showed no differences or no main effect between the two methods. Also, those studies indicated that both deductive and inductive had no effect on students' achievement.

Gabriel (1991) conducted a study to investigate the effects of discovery and expository instructional methods on the attitude of students to biology. The sample consisted of 240 Form IV biology students randomly drawn from six selected secondary schools in the Oyo state of Nigeria. They were assigned into two groups—experimental and control. The experimental group was exposed to the discovery method, and the control group was taught using the expository method.. Two hypotheses were tested. Analyses of the results showed that there was no significant difference in the attitude of male and female students exposed to the discovery and expository methods .

Elaine (1982) carried out a research to conduct a valid small-scale foreign language teaching method experiment, and in doing so, to acquire information about teaching methods involving the use of language laboratory tapes. The researcher experimented the two methods (deductive and inductive) , but he found that the random assignment of experimental tapes, and the strict control measures employed, resulted in the experiments having good internal validity. The use of two different grammatical topics,

and the similarity of results achieved, especially in the inductive/deductive comparison, together with the use of many different schools, should have improved the external validity of the experiments .The researcher declared that no differences had been found between the two methods.

### 2.3 Conclusion

From the reviewed literature, one would advocate the following conclusions :

1- Neither of the two approaches is perfect for all students all of the time; each has advantages and disadvantages. Some studies showed little or few significant differences between the use of the two methods.

2- Most research studies have shown contradictory results in comparing the two methods. Some studies favored the inductive method, while others recommended the use of the deductive method. Fore example, (Abu Housh ,1987) and (Noriko ,1997) showed in their studies the superiority of the Deductive method, while (Joy, 2007) ,(Obaidat, 1991) and (Kassawnih,1984) found that the inductive method was the best. However, some studies such as (Elaine, 1982) and (Gabriel, 1991) showed no or few differences between the two methods. The importance of my study is that it helps the teachers in how two to design their lessons in line with the inductive method, and so it will be familiar and easy for all teachers who are concerned to practice teaching by using this method.

3- No studies investigated the use of deductive and inductive in teaching English passive voice for Arab students, especially Jordanians.

# CHAPTER THREE
# DESIGN AND METHODOLOGY

This chapter presents the population of the study, the sample, the instructional material, the research instrument, validity of the test, reliability of the test, procedures of the study and statistical analyses.

**3.1 Population of the Study**

The population of the study consisted of all male and female students of the ninth grade class in the public schools in Al-Qaser Directorate of Education, for the second semester of the academic year 2011-2012. The researcher obtained the exact data about population from the students' affairs section office in the afore-mentioned Directorate. There are (781) male and female students in the ninth grade class; (386) male students distributed over (16) sections, and (395) female students distributed over (21) sections. Table (1) shows the population distribution .

**Table (1)**
**The population distribution**

| Class | Gender | No. of Schools | No. of Sections | No. of Students |
|---|---|---|---|---|
| Ninth | Male | 11 | 16 | 386 |
| graders | Female | 17 | 21 | 395 |
| | Total | 28 | 37 | 781 |

**3.2 Sample of the Study**

The sample of this study consisted of four sections (104) male and female students) randomly selected from the population of the study.

The researcher used the simple random sampling technique to choose four schools ( two female and two male) from the population. Two sections ( one male and one female) were randomly assigned for the inductive method and the other two sections were taught the same material by the deductive method . Table (2) shows the sample distribution.

**Table (2)**
**The sample distribution**

| School | No. of Sections | | No. of Students | | Total No. of students |
|---|---|---|---|---|---|
| | Deductive | Inductive | Deductive | Inductive | |
| Khalid Bin Al-Walid Sec. School for boys. | 1 | 1 | 28 | 27 | 55 |
| Faque Sec. School for girls. | 1 | 1 | 25 | 24 | 49 |
| | | | | | 104 |

**3.3 Instructional Material**

English passive voice was the selected material for this study. The researcher modified the teaching material to be in line with the deductive and inductive methods .The instructional material is the ninth grade English textbook (Action Pack 9), this course includes a Student's Book and a Work Book written by Cheryl, Julia and Martyn (2007).It contains six modules, each semester covers three modules. Each module contains two units. The passive voice is taught in the second semester; module five. In the Student's Book, there are three exercises in module five, pages; 68 and 69.In the work book, there are three exercises, page 52 (Exercises 2&3), page 53 ( Exercises 5&6), page 61 (Exercises 1&2) and page 62 (exercise 3 ).

**3.4 Research Instruments**

1- As it was mentioned before, the researcher had chosen English passive voice to be the teaching material for the study. The material was adapted to be in line with the techniques of both the inductive and the deductive methods.

2- The researcher constructed a 20-item multiple choice achievement test with four alternatives for each item to collect data for this study.

3- To check students levels in the four groups, the researcher applied the pre-test on all groups involved in the study and provided the teachers with the key answer of the pre-test (Appendixes, I and II), then two groups ( a male and a female group) received the instructional material (passive voice) deductively (Appendix, V) with many tenses in three weeks and the other two groups received the same material inductively (Appendix, VI) within the same period of time.

4- After receiving the instructional material, the researcher applied a post-test to measure the students' levels to check their levels and the effect of

the two methods on their achievement. Also, the researcher provided the teachers with the key answer of the posttest. (Appendixes, III and IV).
5- Finally, the researcher gave his data to a statistical specialist to be analyzed.

### 3.5 Validity of the Test

To establish the validity of the test, it was given to a jury specialized in teaching the English language which involved two English supervisors and two experienced English teachers to elicit their views about the accuracy of language, and the degree of its teachability, (Appendixes VII).The test consisted of twenty items with four alternatives for each item, all the items were measuring the structure of English passive voice in most tenses. After judging the test, there were some notes about three printing mistakes. The researcher took in consideration the judges' comments and notes and corrected them. The 20 items were accepted and were suitable for the study.

### 3.6 Reliability of the Test

The researcher conducted a pilot study ( excluded from the sample) of twenty ninth grade students (ten male students and ten female students) to make sure that test instructions, typing suitability of the test, time limit and the appropriateness of alternatives are clearly stated and to check for reliability of the test instrument. The researcher used the pre-test and the post test before and after applying the instructional material. The duration between the two tests was three weeks. The reliability coefficient of Kronpach alpha was (.87) , and this value is accepted for this study.

### 3.7 Procedures of the study

The researcher followed the following procedures to implement the study :
1- The researcher obtained a permission from Mu'tah University and the director of Al-Qaser Directorate of Education to carry out his study and to arrange with the teachers and the headmasters in charge of the selected schools of the study.
2- The researcher assigned the schools and the sections of the ninth graders who received some instructions about teaching by using the deductive and inductive methods .The chosen sections were taught by applying the inductive and the deductive methods by using random sampling techniques.
3- The researcher arranged visits to the selected schools to explain the purpose of the study to the teachers to guarantee their understanding and their cooperation.

4-The researcher prepared the teaching material lessons which were in line with the techniques of both the inductive and the deductive approaches. (Appendixes, V and VI)
5-The researcher prepared the test when validity and reliability were ensured.
6- The researcher trained the participating teachers on how to offer the material deductively and inductively.
7- The researcher visited the groups of the study regularly to make sure that all the groups are being taught according to the main techniques of the assigned approaches.
8- All the experimented groups were taught by teachers who are equally qualified (all of them have Bachelor degrees and high diploma) and experienced which ensured uniformity in the style of teaching.(the participants were chosen by the English supervisors in Al-Qaser Directorate of Education).
9-An achievement test was given to all the sections of the study to collect data about the study, and then to uncover their achievement after the instruction .In addition, marks were registered, sorted out and analyzed.
10- Findings of the study were presented and the discussion of the findings was proposed.

**3.8 Statistical Analyses**

1. t-test was used to analyze the data.
2. One way ANOVA analysis was used to determine the significant differences between the variables of the study.
3. Analyses of Variance ANOVA was used.

# CHAPTER FOUR

## FINDINGS AND DISCUSSION OF THE FINDINGS OF THE STUDY

### 4.1 Introduction

The current study examined the effect of two methods (deductive and inductive) on teaching English passive voice to four groups of ninth graders in Al-Qaser Directorate of Education. Two of them (a male and a female group) were instructed English passive voice deductively, while the other two groups were taught the same instructional material inductively.

This chapter , however, presents the findings of statistical analyses of the data gathered to answer the three questions of the study and the discussions.

The questions were:

1) Are there any differences between the deductive method and the inductive method in teaching passive voice to ninth grade students?
2) Is there an effect of the teaching methods due to gender?
3) Is there an effect of the teaching methods due to the students' achievement level; high, average, low?

### 4.2 Findings Related to the First Question

1) Are there any differences between the deductive method and the inductive method in teaching passive voice to ninth grade students?

t-test was used to check if there were significant statistical differences between the two methods. The results are shown in tables (3) & (4) .
Table 3 presents the means and standard deviation of the deductive and the inductive groups. The results showed that the mean of the inductive group (Mean = 15.47) was higher than the deductive group (Mean = 10.74) .

**Table ( 3 )**
**Means and standard deviation of the two methods**

| | Method | N | Mean | Std. Deviation |
|---|---|---|---|---|
| POST | Inductive | 51 | 15.47 | 3.76 |
| | Deductive | 53 | 10.74 | 3.47 |

t-test was used in answering the first question. The results are shown in table 4.

**Table ( 4 )**
**t-test for Equality of Means**

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | |
|---|---|---|---|---|---|
| | F | Sig. | t | df | Sig. (2-tailed) |
| POST Equal Variance assumed | 1.19 | 0.278 | 6.68 | 102 | 0.000 |

Q1: There was a significant difference between the deductive method and the inductive method in teaching passive voice to ninth grade students. Table (4) shows that t – calculated (6.68) > t – tabulated. T-test analysis showed that there were differences between the deductive and the inductive method in teaching passive voice test with inductive mean =15.47,SD= 3.76 the deductive method test with mean =10.74,SD=3.47.The t statistics and was significant at the 0.05 level, which means that there are differences among using method in favor of the inductive method>.

**4.3 Findings Related to the Second Question**

2) Is there an effect of the teaching methods due to gender?

The following tables show the effect with inductive method**:**

Table (5) presents the mean and standard deviation of the inductive method on gender . The results show that the mean of female groups (Mean = 16.54) was higher than the mean of male groups (Mean = 14.52) .

**Table(5)**
**Means and standard deviation of the inductive method on gender**

| Inductive | Gender | N | Mean | Std. Deviation |
|---|---|---|---|---|
| POST | Male | 27 | 14.52 | 4.24 |
| | Female | 24 | 16.54 | 2.87 |

Table (6) shows that the sig was 0.06 and it's higher than α=0.05 which means that there was no effect of the teaching methods (inductive) due to gender.

**Table (6)**
**t-test for Equality of means of the inductive method on gender**

| Method | Levene's Test for Equality of Variances | | t-test for Equality of Means | | |
|---|---|---|---|---|---|
| Inductive POST | F | Sig. | t | df | Sig. (2-tailed) |
| Equal Variance assumed | 4.00 | 0.05 | -1.97 | 49 | 0.06 |

The following tables show the effect with deductive method**:**
Table (7) presents the mean and standard deviation of the deductive method on gender . The results showed that the mean of female groups (Mean = 11.96) was higher than the mean of male groups (Mean = 9.64) .

**Table(7)**
**Means and standard deviation of the deductive method on gender**

| Deductive | Gender | N | Mean | Std. Deviation |
|---|---|---|---|---|
| POST | Male | 28 | 9.64 | 3.25 |
| | Female | 25 | 11.96 | 3.35 |

Table (8) shows that the sig was 0.01 and it's less than α=0.05 which means that there was an effect of the teaching methods (deductive) due to gender.

**Table (8)**
**t-test for Equality of means of the deductive method on gender**

| Method | Levene's Test for Equality of Variances | | t-test for Equality of Means | | |
|---|---|---|---|---|---|
| Deductive POST | F | Sig. | t | df | Sig. (2-tailed) |
| Equal Variance assumed | 0.50 | 0.48 | -2.56 | 51 | 0.01 |

t-test was used to check the effect of gender on teaching by using the two methods. The results are shown in Tables 7&8. They show that there is a significant difference of the teaching methods (Deductive) due to gender because t – calculated > t – tabulated. t-test analysis showed differences in deductive according to the post test with Mean for Male=9.64, SD=3.25 and mean of female =11.96, SD=3.35 .The t statistics was significant at the α 0.05 level, which means there are differences among gender in favor of female.

### 4.4 Findings Related to the Third Question

3) Is there an effect of the teaching methods due to the students' achievement level; high, average, low?

According to the inductive method, the effect of the method on the students' levels can be explained through the means and standard of deviation shown in table (9) . This table shows the differences between the means .

**Table (9)**
**Means and Std. Deviation of the Achievement Level for the Inductive post test**

| Inductive | Ach_Level | N | Mean | Std. Deviation |
|---|---|---|---|---|
| | Low | 4 | 7.25 | 1.50 |
| POST | Average | 16 | 12.50 | 1.26 |
| | High | 31 | 18.06 | 1.39 |
| | Total | 51 | 37.81 | 4.15 |

To know if the differences are significant or not, ANOVA test was used as seen in table (10) below :

**Table (10)**
**ANOVA for POST Inductive Achievement Level test**

| POST Inductive Test | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 620.08 | 2 | 310.04 | 167.93 | 0.000 |
| Within Groups | 88.62 | 48 | 1.846 | | |
| Total | 708.71 | 50 | | | |

One way ANOVA analyses (levels of Ach.) was used to determine the significant differences between the variables of the study. The following table (11) show these differences and their statistical significance.

Analysis of Variance (ANOVA) was used in answering the third question. The results are as shown in Table (11) below, Levels of the achievement.

**Table (11)**
**The Mean differences of the levels of achievement of the inductive method**

| Ach_Post (I) | Ach_post (J) | Mean Difference (I-J) | Sig |
|---|---|---|---|
| Low | Average | -5.25* | 0.000 |
| | High | -10.81* | 0.000 |
| Average | Low | 5.25* | 0.000 |
| | High | -5.56* | 0.000 |
| High | Low | 10.81* | 0.000 |
| | Average | 5.56* | 0.000 |

* The mean difference is significant at the 0.05 level.

From the figures shown we can say that there is a significant difference by teaching methods due to the students' achievement level; high, average, low, because F. Sig =0.000 is less than 0.05 which means that significant differences were found. The One way ANOVA Test analyses shows significant differences by teaching methods due to the students' achievement level; high, mid, low when ($F=167.93$; $p> 0.05$).

From table 11, it's clear that :

There is a difference in achievement level between Low and Mid to Mid.
There is a difference in achievement level between Low and High to High.
There is a difference in achievement level between Mid and High to High.

According to the deductive method, the effect of the method on the students' levels can be explained through the means and standard of deviation shown in table 12 . This table shows the differences between the means .

**Table ( 12 )**

**Means and Std. Deviation of the Achievement level for the deductive post test**

| Deductive | Ach_Level | N | Mean | Std. Deviation |
|---|---|---|---|---|
| POST | Low | 22 | 7.55 | 1.65 |
| | Average | 23 | 11.83 | 1.50 |
| | High | 8 | 16.37 | 1.30 |
| | Total | 53 | 36.49 | 4.45 |

To know if the differences are significant or not, ANOVA test was used as seen in table ( 13 ) below :

**Table ( 13 )**

**ANOVA for POST Deductive Achievement level test**

| POST Deductive Test | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 505.67 | 2 | 252.83 | 106.56 | 0.000 |
| Within Groups | 118.63 | 50 | 2.37 | | |
| Total | 624.30 | 52 | | | |

To answer the third question, the results showed that there is a significant difference by teaching methods due to the students' achievement level; high, mid and low, because F. Sig =0.000 is less than 0.05 which means that significant differences were found. The One way ANOVA Test analysis shows significant differences by teaching methods due to the students' achievement level; high, average, low when ($F=106.56$; $p> 0.05$).

Analysis of Variance (ANOVA) was used in testing the mean and the answer of the third question. The results are shown in Table (14) below, Levels of the (Ach.).

**Table (14)**
**The Mean differences of the levels of achievement of the deductive method**

| Ach_Post (I) | Ach_post (J) | Mean Difference (I-J) | Sig |
|---|---|---|---|
| Low | Average | -4.28* | 0.000 |
| | High | -8.83 | 0.000 |
| Average | Low | 4.28* | 0.000 |
| | High | -4.55* | 0.000 |
| High | Low | 8.83* | 0.000 |
| | Average | 4.55* | 0.000 |

* The mean difference is significant at the 0.05 level.

From table 14, it's clear that :
There is a difference in achievement level between Low and Mid to Mid.
There is a difference in achievement level between Low and High to High.
There is a difference in achievement level between Mid and High to High.

## 4.5 Summary of the Findings

The findings of the study may be summarized as follows:
1- Students who were taught through the inductive method achieved higher scores than those who were taught through the deductive method.
2-The female students achieved better scores than male students through the deductive method, but inductively, there was no effect which means that there was an effect due to gender in favour of females only in the deductive method.
3- The overall ninth graders' achievement scores taught by the inductive method were higher than those taught by the deductive method regards of level.
Based on the previous statistical analyses, the results of the current study tend to support the use of the inductive method in teaching English passive voice to ninth grade students.

## 4.6 Discussion of the Findings of the Study

The purpose of this study was to examine the effect of two methods of teaching (deductive and inductive) in teaching English passive voice for ninth grade students in Al-Qaser Directorate of Education. The study was applied to four groups; two groups (a male and a female) received the instructional material inductively and the other two groups received the same material deductively. Overall, there was a noticeable, significant difference in favour of the inductive method, and this result is consistent with the empirical study of (Obaidat, 1991) , in which he studied the effect

of the deductive and the inductive methods in teaching English conditional sentences and this may be because the inductive method is new for the students and it gave them the chance to use their minds. Also, this result is consistent with (Joy, 2007) who carried out a study to find out the effect of the two methods on students' achievement in ecology and the result was in favor of the inductive (discovery) method.

### 4.7 Discussions of the Findings Related to the First Question

The result of the study showed that there was a significant difference between the deductive and the inductive methods in favour of the inductive method. The difference is clear, but unexpected because our students aren't used to being taught inductively. Many teachers used to teach grammar deductively by giving students the rules at the beginning of the lesson. The teachers tend to use the deductive method because they think it saves time .

It is easier for teachers to follow this method because their students are used to it. Some teachers justify the use of this method by saying that the curriculum is too long and they don't have enough time to use the inductive method. In the inductive method, students have to guess the rules from many example offered by the teacher. Students' achievement was higher in the inductive method because it is new and attractive way for students. In addition, it helps students to discover and do their efforts in finding the rule. The inductive method encourages students to understand and memorize the rule for along period of time. Another reason may be due to a sort of competition, since students did all their effort to prove that they are good and creative.

### 4.8 Discussion of the Findings Related to the Second Question

The second question dealt with effect of gender on the teaching methods. The results showed no differences between male and female students achievement who received the instructional material through the inductive method. But, there was a significant difference in favor of female students in the deductive method, the results of the female students were better than the males' ones. This result may be attributed to the fact that female students like to memorize rules more than male students.

### 4.9 Discussion of the Findings Related to the Third Question

This question dealt with the teaching method opposite the achievement Level. The results showed significant differences due to the two methods in the three levels; low, average and high. These differences tell us that the inductive groups were preferred by teachers with the students of the various levels of achievement. This means that, high achievers of the inductive groups were better than their counterparts in the deductive groups, middle achievers of the inductive groups performed better than their counterparts

in the deductive groups, and low achievers of the inductive groups were better than their counterparts in the deductive method.

The possible explanation of the positive results achieved by students of the three levels could be the discovery way in reaching the rules which can be described as a very attractive method in learning. Also, it is new for students and the teachers were encouraged and very motivated to apply it.

## 5 Recommendations

### 5.1 Recommendations for Teachers:

In light of the findings of this study; Teachers are advised to:

- Use the inductive method in teaching English passive voice to the ninth graders.
- Have training courses on how to use the inductive method.

### 5.2 Recommendations for Researchers:

Researchers are recommended to:

- Conduct similar studies on other classes, so that the generalizations could become more reliable and valid.
- Conduct a similar studies on beginners and advanced students.

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# Appendix (I)
# The Achievement Pretest

## The Achievement Test

( The pretest )

**Content** : Passive Voice.

**Subject** : English Language.

**Name** : ____________________________________

**School** : _____________________________________

**Class** : _____________________________________

**Section** : _____________________________________

**Sex** : ____ _________________________________

**Day & date**: ___________________________________

---

**Note** :
The results of this test will only be used for pure research purposes .The researcher greatly appreciates your help in answering the items faithfully and objectively.

**Test Directions :**

There are 20 items in this test. Each item has four alternatives.
One of them is correct.

Mark the one best answer for each item in the test. You will have 45 minutes ( one period ) of working time after you are told to begin work.

Here is an example of the type of items in the test :

**Example** :

The restaurant …………….by three girls everyday.

a- cleaned (**b**)- is cleaned

c- was cleaned d- is clean

Alternative (**b**) is the correct answer in the example . So a circle has been made around the correct alternative as represented above.

---

1- The door …………by the old man.

a- open b- opened

c- is opened d- open is

2- The novel …………..by the teacher last week.

a- was read b- read

c- reading d- reads

3- The men …………. by the police two hours ago.

a- captured b- was captured

c- were captured d- capture

4- They are watching television now.
Television ……………by them.

a- is watched    b- is being watched

c- is been watched    d- were being watch

5- She was helping her uncle.
Her uncle …………..by her.

a- is been helped    b- was being helped

c- was being help    d- being was

6- The soldiers have occupied two cities .
Two cities ………….. occupied by the soldiers.

a- has been    b- have

c- have been    d- had been

7- We had seen these photos.
These photos …………seen by us.

a- had been    b- had had

c- had being    d- had be

8- The farmer has been planting olive trees.
Olive trees ………………by them.

a- has been plant    b- have been planted

c- has been planted    d- have be planted

9- The minister will meet them there.
They ……………met there by her.

a- will been
b- will be
c- will being
d- will is

10- The government may improve their salaries.
Their salaries ……………..improved by the government.

a- may be
b- should been
c- might is
d- may

11- Scientists can predict natural disasters more accurately these days.
Natural disasters …………………………………………………

a- can be predict more accurately these days.
b- can be predicting more accurately these days.
c- can predict more accurately these days.
d- can be predicted more accurately these days.

12- Every year, thousands of tourists visit the islands.
Every year,……………………………………….

a- the islands are visited by thousands of tourists.
b- the islands were visited by thousands of tourists.
c- the islands is visited by thousands of tourists.
d- the islands was visited by thousands of tourists.

13- Ali and Madi are going to sell their old cars.
Their old cars…………………………………

a- is going to be sold by them.

b- are going to be sell by them.

c- be going to be sold by them.

d- are going to be sold by them.

14- The telephone …………… by Alexander Graham Bell, in 1876.

a- invented b- was invented

c- were invented d- is invented

15- The game of basketball …………of by James Naismith, a Canadian.

a- was first thought b- is first think

c- thought d- were thought

16- Nowadays, football ………………..all over the world.

a- played b- is played

c- were played d- plays

17- Every year, a lot of money …………by people sending each other greeting cards.

a- are spend b- was spent

c- spent d- is spent

18- They never visit the Roman Theatre.
The Roman Theatre ………………by them.

a- isn't visited b- doesn't visited

c- weren't visited d- hasn't visited

19- Benjamin doesn’t eat apples .
Apples …………………………………..

a- is not eaten by him.
b- weren’t eaten by him
c- aren’t eaten by him
d- hasn’t eaten by him

20- They are building new walls around the village to stop flood water.
New walls ……………………………………………………..

a- were been build around the village to stop flood water.

b- is being built around the village to stop flood water.

c- was being built around the village to stop flood water.

d- are being built around the village to stop flood water

# Appendix (II)
# The Key Answers of the Pretest

## The Key Answers of the Pretest

| Item No. | The Correct Response | Item No. | The Correct Response |
|---|---|---|---|
| 1 | c | 11 | d |
| 2 | a | 12 | a |
| 3 | c | 13 | d |
| 4 | b | 14 | b |
| 5 | b | 15 | a |
| 6 | c | 16 | b |
| 7 | a | 17 | d |
| 8 | b | 18 | a |
| 9 | b | 19 | c |
| 10 | a | 20 | d |

# Appendix (III)
# The Achievement Posttest

## The Achievement Test

( The Posttest )

**Content** : Passive Voice.

**Subject** : English Language.

**Name** : ______________________________________

**School** : _______________________________________

**Class** : _______________________________________

**Section** : _______________________________________

**Sex** : ____ __________________________________

**Day & date** : ____________________________________

---

**Note** :
The results of this test will only be used for pure research purposes .The researcher greatly appreciates your help in answering the items faithfully and objectively.

**Test Directions :**

There are 20 items in this test. Each item has four alternatives. One of them is correct.

Mark the one best answer for each item in the test. You will have 45 minutes ( one period ) of working time after you are told to begin work.

Here is an example of the type of items in the test :

**Example** :

The restaurant …………….by three girls everyday.

a- cleaned (b)- is cleaned

c- was cleaned d- is clean

Alternative (**b**) is the correct answer in the example . So a circle has been made around the correct alternative as represented above.

---

1- The window ………..by the old man.

a- close b- closed

c- is closed d- close is

2- The story …………..by the teacher last week.

a- was written b- write

c- writing d- writes

3- The thieves …………. by the police two years ago.

a- arrested b- were arrested

c- was arrested d- arrest

4- They are drinking tea now.
Tea ……………by them.

a- is drunk    b- were being drunk

c- is been drunk    d- is being drunk

5- She was visiting her uncle.
Her uncle …………..by her.

a- is been visited    b- is being visited

c- was being visited    d- being was visited

6- The students have bought two pens .
Two pens ………….. bought by the students.

a- has been    b- have

c- had been    d- have been

7- We had eaten three oranges.
These oranges …………eaten by us.

a- had being    b- had had

c- had been    d- had be

8- The teacher has been explaining the lesson.
The lesson ………………by him.

a- has been explained    b- have been explained

c- has been explain    d- have be explained

9- The doctor will look after them.
They ……………him by him.

a- will been looked
b- will be looked
c- will being look
d- will is looked

10- The boy may disturb Sami.
Sami ……………..disturbed by the him.

a- might been
b- should been
c- may is
d- may be

11- The carpenter can make a beautiful table .
A beautiful table …………by the carpenter.

a- can be making .
b- can be made .
c- can make .
d- can be make .

12- Every year, thousands of foreigners visit the islands.
Every year,………………………………………

a- the islands was visited by thousands of foreigners.
b- the islands were visited by thousands of foreigners.
c- the islands is visited by thousands of foreigners.
d- the islands are visited by thousands of foreigners.

13- Sami and Ali are going to buy a big farm .
A big farm ………………………………….

a- be going to be bought by them.

b- are going to be bought by them.

c- is going to be bought by them.

d- are going to be bought by them.

14- The school …………… by the government, in 1976.

a- built b- were built

c- was built d- is built

15- The game of basketball …………of by James Naismith, a Canadian.

a- is first play b- are first play

c- played d- was first played

16- Nowadays, chess ………………..all over the world.

a- played b- were played

c- is played d- plays

17- The money ……………………to him every day by his family.

a- is spent b- was spent

c- spent d- were spent

18- They never visit Petra.
Petra …………………….

a- hasn't visited b- doesn't visited

c- weren't visited d- isn't visited

19- Mohammad doesn't eat bananas .
Bananas …………………………………..

a- is not eaten by him. b- aren't eaten by him

c- weren't eaten by him d- hasn't eaten by him

20- They are building new houses to help the poor.
New houses ……………………………………………………..

a- were been build to help the poor.

b- are being built to help the poor.

c- was being built to help the poor.

d- is being built to help the poor .

**Appendix (IV)**
**The Key Answers of the Posttest**

## The Key Answers of the Posttest

| Item No. | The Correct Response | Item No. | The Correct Response |
|---|---|---|---|
| 1 | c | 11 | b |
| 2 | a | 12 | d |
| 3 | b | 13 | c |
| 4 | d | 14 | c |
| 5 | c | 15 | d |
| 6 | d | 16 | c |
| 7 | c | 17 | a |
| 8 | a | 18 | d |
| 9 | b | 19 | b |
| 10 | d | 20 | b |

# Appendix (V)
# The Lesson Plan of the Deductive Method

**Lesson plan**

**Deductive Method**

**Teacher's name** :…………………  **School** :……………………

**Date of presentation** : ……………  **Day** :…………………………

**Teaching point :** Passive Voice ( present & past simple )

---

Pre-entry performance : Students have had a lesson on present and past simple.

Specific objectives : Students are expected to be able to change active ( present and past simple) sentences into passive voice.

---

Procedures , activities and techniques :

Step (1) : The teacher presents the rules or generalizations to the students to change sentences in present and past simple from active into passive.

Ex. - Begin the passive sentence with the object.

- Add the suitable auxiliary ( am, is, are )
- We use (was and were ) with past simple instead of ( am, is, are ).
- Am if the object is "I ", is when the object is singular, and are when the object is plural.
  In past sentences, we use was when the object is singular, we use were when the object is plural.
- After that we put the verb in past

participle, then we complete the sentence and end it with “by + the subject”.

(a) To write some sentences in both tenses on the board. Students analyze the given sentences into their main parts, ( subject, verb, object, ....).

(b) To classify the present simple sentences on the right side of the board, and the past simple on the left side of the board.

(c) To emphasize upon the verb form in both present and past simple; with or without (s , es) , (regular or irregular) , (transitive or intransitive ).

(d) The introductory word must be the object and the verb must be transitive.

(e) The new sentences start with the object, and the object may be singular or plural .

(f) According to the object, we choose the suitable auxiliary.

(g) The auxiliary must be followed by (v- past participle), then the complement of the sentence if found.

( h ) It’s optional to end the new sentence with ( by + the subject/ either pronoun or a real noun ).

( I ) To write the rules of passive voice with present simple and past simple on the board as below:

**Present simple** : ob +( am/is/are) + v-p.p. + by +subject.

**Past simple** : ob + ( was/were) + v-p.p. + by + subject.

Step ( 2 ) : Teacher writes sample sentences on the board to be changed by students ( in present and past simple ).

Active : Ali speaks Arabic .

Passive : Arabic …………………………

Active : They write two novels every year.

Passive : Two novels ……………………

Active : We played volleyball last week.

Passive : Volleyball ……………………..

Step ( 3) : Students do all the exercises given in their activity books.

Evaluation :

The teacher corrects students' mistakes.

The teacher assign a homework .

**Teacher's name** :…………………  **School** :……………………………

**Date of presentation** : ……………  **Day** :…………………………

**Teaching point :** Passive Voice ( present progressive & past progressive)

---

Pre-entry performance : Students have had a lesson on present progressive and past progressive.

Specific objectives : Students are expected to be able to change active ( present progressive and past progressive) sentences into passive voice.

---

Procedures , activities and techniques :

Step (1) : The teacher presents the rules or generalizations to the students to change sentences in present progressive and past progressive from active into passive.

Ex. - Begin the passive sentence with the object.

- Add the suitable auxiliary ( am, is, are ) with present progressive.
- We use (was and were ) with past progressive. instead of ( am, is, are ).
- Am if the object is "I ", is when the object is singular, and are when the object is plural.

In past progressive sentences, we use was when the object is singular, we use were when the object is plural.

- then we add " being " after the auxiliary in both tenses.

- After that we put the verb in past participle, then we complete the sentence and end it with “by + the subject”.

(a) To write some sentences in both tenses on the board. Students analyze the given sentences into their main parts, ( subject, verb, object, ....).

(b) To classify the present progressive sentences on the right side of the board, and the past progressive ones on the left side of the board.

(c) To emphasize upon the verb form in both present progressive and past progressive.

(d) The introductory word must be the object and the verb must be transitive.

(e) The new sentences start with the object, and the object may be singular or plural .

(f) According to the object, we choose the suitable auxiliary.

(g) The auxiliary must be followed by ( being + v- past participle), then the complement of the sentence if found.

(h) It’s optional to end the new sentence with with ( by + the subject/ either pronoun or a real noun ).

(i) To write the rule of passive voice with present progressive and past progressive on the board as below:

**Present progressive** : ob+(am/is/are) + being+ v-p.p.+ by +subject

**Past progressive** : ob+(was/were) + being+ v-p.p.+ by +subject..

Step ( 2 ) :Teacher writes sample sentences on the board to be changed by students ( in past and present progressive ).

Active : She is helping her mother in cooking.

Passive : her mother …………………………

Active : I am studying English with my friend.

Passive : English ………………………….

Active : We were cleaning our desks inside the Class.

Step ( 3) : Students do all the exercises given in their activity books.

Evaluation :

The teacher corrects students' mistakes.

The teacher assign a homework .

**Teacher's name** :…………………  **School** :……………………..

**Date of presentation** : ……………  **Day** :…………………………

**Teaching point :** Passive Voice ( present perfect & past perfect)

---

Pre-entry performance : Students have had a lesson on present perfect and past perfect.

Specific objectives : Students are expected to be able to change active ( present perfect and past perfect) sentences into passive voice.

---

Procedures , activities and techniques :

Step (1) : The teacher presents the rules or generalizations to the students to change sentences in present perfect and past perfect from active into passive.

Ex. - Begin the passive sentence with the object.

- Add the suitable auxiliary ( has or have ) with present perfect.
- We use (had ) with past perfect instead of ( has and have ).
- With present perfect we use the auxiliary has when the object is singular , and we use have when the object is I or plural.
- In past perfect sentences, we use had instead of has and have.
- Then we add "been " after the auxiliary in both tenses.
- After that we put the verb in past participle, then we complete the sentence and end it with

"by + the subject".

(a) To write some sentences in both tenses on the board. Students analyze the given sentences into their main parts, ( subject, verb, object, ....).

(b) To classify the present perfect sentences on the right side of the board, and the past perfect ones on the left side of the board.

(c) To emphasize upon the verb form in both present perfect and past perfect.

(d) The introductory word must be the object and the verb must be transitive.

(e) The new sentences start with the object, and the object may be singular or plural .

(f) According to the object, we choose the suitable auxiliary.

(g) The auxiliary must be followed by ( been + v- past participle), then the complement of the sentence if found.

(h) It's optional to end the new sentence with ( by + the subject/ either pronoun or a real noun ).

(i) To write the rule of passive voice with present perfect and past perfect on the board as below:

**Present perfect** : ob+(have/has)+ been+ v-p.p.+ by +subject.

**Past perfect** : ob+(had)+ been+ v-p.p.+ by +subject.

Step (2 ) : Teacher writes sample sentences on the board to be changed by students ( in present and past perfect ).

Active : You have bought three trucks.

Passive : three trucks …………………………

Active : Sami has painted Ali's car.

Passive : Ali's car ………………………….

Active : They had won the final cup.

Passive : The final cup……………………….

Step ( 3) : Students do all the exercises given in their activity books.

Evaluation :

The teacher corrects students' mistakes.

The teacher assign a homework .

**Teacher's name** :………………… **School** :………………………

**Date of presentation** : …………… **Day** :…………………………

**Teaching point :** Passive Voice ( present perfect progressive & past perfect progressive )

---

Pre-entry performance : Students have had a lesson on present perfect progressive and past perfect progressive.

Specific objectives : Students are expected to be able to change active ( present perfect progressive and past perfect progressive) sentences into passive voice.

---

Procedures , activities and techniques :

Step (1) : The teacher presents the rules or generalizations to the students to change sentences in present perfect and past perfect progressive from active into passive.

Ex. - Begin the passive sentence with the object

- Add the suitable auxiliary ( has or have ) with present perfect progressive .
- We use (had ) with past perfect progressive. instead of ( has and have ).
- With present perfect progressive we use the auxiliary <u>has</u> when the object is singular, and we use <u>have</u> when the object is I or plural.
- In past perfect sentences progressive, we use <u>had</u> instead of has and have.
- Then we add "been " after the auxiliary

in both tenses.

- After that we put the verb in past participle, then we complete the sentence and end it with “by + the subject”.

(a) To write some sentences in both tenses on the board. Students analyze the given sentences into their main parts, ( subject, verb, object, ....).

(b) To classify the present perfect progressive sentences on the right side of the board, and the past perfect progressive ones on the left side of the board.

(c) To emphasize upon the verb form in both present perfect progressive and past perfect progressive.

(d) The introductory word must be the object and the verb must be transitive.

(e) The new sentences start with the object, and the object may be singular or plural .

(f) According to the object, we choose the suitable auxiliary.

(g) The auxiliary must be followed by ( been + v- past participle), then the complement of the sentence if found.

(h) It’s optional to end the new sentence with ( by + the subject/ either pronoun or a real noun ).

(i) To write the rule of passive voice with present perfect progressive and past perfect

progressive on the board as below:

**Present perfect progressive (passive )** : ob+(have/has)+ been + v-p.p.+ by +subject.

**Past perfect progressive (passive )** : ob+(had)+ been+ v-p.p. + by +subject.

Step ( 2 ) : Teacher writes sample sentences on the board to be changed by students ( in present perfect progressive and past perfect progressive ).

Active : You have been studying English for along time.

Passive : English …………………………

Active : Sami has been playing tennis.

Passive : Tennis ………………………….

Active : They had been drinking coffee .

Passive : Coffee………………………….

Step ( 3) : Students do all the exercises given in their activity books.

Evaluation :

The teacher corrects students' mistakes.

The teacher assign a homework .

**Teacher's name** :………………… **School** :……………………

**Date of presentation** : …………… **Day** :………………………

**Teaching point :** Passive Voice ( Simple Future )

---

Pre-entry performance : Students have had a lesson on Simple future.

Specific objectives : Students are expected to be able to change active ( simple future) sentences into passive voice

---

Procedures , activities and techniques :

Step (1) : The teacher presents the rules or generalizations to the students to change sentences in simple future from active into passive.

Ex. - Begin the passive sentence with the object.

- Add the suitable auxiliary ( will ) with simple future .
- We use ( be ) after will in simple future.
- The main verb comes after " be " in past participle , then we complete the sentence and end it with "by + the subject".

(a) To write some sentences in simple future on the board. Students analyze the given sentences into their main parts, ( subject, aux. verb, object, ....).

(b) To emphasize upon the verb form: " will + v-infinitive" .

(c) The introductory word must be the object and the verb must be transitive.

(d) The new sentences start with the object, and the object may be singular or plural .

(e) After the object we use “will be” with both (singular and plural ) .

(g) The auxiliary must be followed by (v- past participle), then the complement of the sentence if found.

(h) It’s optional to end the new sentence with ( by + the subject/ either pronoun or a real noun ).

(i) To write the rule of passive voice with simple future on the board as below:

**Simple future ( active )** : ob+(will be) + v-p.p.+ by +subject.

**Simple future ( passive )**: ob+(will)+ be+ v-p.p.+ by +subject.

Step ( 2 ) : Teacher writes sample sentences on the board to be changed by students ( in simple future ):

Active : You will clean your class tomorrow.

Passive : Your class ……………………….

Active : Sami will play tennis next week.

Passive : Tennis ………………………….

Active : She will drive the bus .

Passive : The bus………………………….

Step ( 3) : Students do all the exercises given in their activity books.

Evaluation :

The teacher corrects students’ mistakes.

The teacher assign a homework .

**Teacher's name** :………………… **School** :………………………

**Date of presentation** : …………… **Day** :…………………………

**Teaching point :** Passive Voice ( Be going to )

---

Pre-entry performance : Students have had a lesson on ' be going to'.

Specific objectives : Students are expected to be able to change active sentences with ( be going to) into passive voice

---

Procedures , activities and techniques :

Step (1) : The teacher presents the rules or generalizations to the students to change sentences with ( be going to ) from active into passive.

Ex. - Begin the passive sentence with the object.

- Add the suitable auxiliary ( am , is , or are )
- We use ( going to + be ) after the object
- The main verb comes after " be " in past participle , then we complete the sentence and end it with "by + the subject".

Then the teacher follow these procedures :

(a) To write some sentences with " going to " on the board. Students analyze the given sentences into their main parts, ( subject, aux. verb, object, ....).

(b) To emphasize upon the verb form: " be going to + v-infinitive" .

(c) The introductory word must be the object and the verb must be transitive.

(d) The new sentences start with the object, and the object may be singular or plural .

(e) After the object we use “am , is or are” and this depends on the form of the object . (singular and plural ) .

(g) The auxiliary ( be ) must be followed by (v- past participle), then the complement of the sentence if found.

(h) It’s optional to end the new sentence with ( by + the subject/ either pronoun or a real noun ).

(i) To write the rule of passive voice with ( be going to ) on the board as below:

**Be going to ( passive )** : ob+(am, is, or are ) + going to + v-p.p.+ by +subject.

Step ( 2 ) : Teacher writes sample sentences with ( be going to ) on the board to be changed by students into passive voice .

Active : You are going to help me .

Passive : I ……………………….

Active : Sami is going to play tennis

Passive : Tennis ………………………….

Active : I am going to study English and French.

Passive : English and French………………………….

Step ( 3) : Students do all the exercises given in their activity books.

Evaluation :

The teacher corrects students’ mistakes.

The teacher assign a homework .

**Teacher's name** :………………… **School** :………………………

**Date of presentation** : …………… **Day** :…………………………

**Teaching point :** Passive Voice ( Modals )

---

Pre-entry performance : Students have had a lesson on ' modals'.

Specific objectives : Students are expected to be able to change active sentences with ( modals) into passive voice .

---

Procedures , activities and techniques :

Step (1) : The teacher presents the rules or generalizations to the students to change sentences with ( modals ) from active into passive.

Ex. - Begin the passive sentence with the object.

- Add the given modal ( can , may , must … )
- We use ( be ) after the modal.
- The main verb comes after " be " in past participle , then we complete the sentence and end it with "by + the subject".

Then the teacher follow these procedures :

(a) To write some sentences with " modals " on the board. Students analyze the given sentences into their main parts, ( subject, aux. verb, object, ....).

(b) To emphasize upon the verb form: " a modal + v-infinitive" .

(c) The introductory word must be the object and the verb must be transitive.

(d) The new sentences start with the object.

(e) After the object we use "the given modal"..

(g) The auxiliary ( the modal ) must be followed by ( be + v- past participle), then the complement of the sentence if found.

(h) It's optional to end the new sentence with ( by + the subject/ either pronoun or a real noun ).

(i) To write the rule of passive voice with ( modals ) on the board as below:

**Modals ( passive )** : ob+(the given modal) + be + v-p.p.+ by +subject.

Step ( 2 ) : Teacher writes sample sentences with ( modals ) on the board to be changed by students into passive voice .

Active : I can write a story .

Passive : A story……………………….

Active : Sami may visit Irbid.

Passive : Irbid ………………………….

Active : They must build a new school..

Passive : A new school………………………….

Step ( 3) : Students do all the exercises given in their activity books.

Evaluation :

The teacher corrects students' mistakes.

The teacher assign a homework .

# Appendix (VI)
# The Lesson Plan of the Inductive Method

**Lesson plan**

**Inductive Method**

**Teacher's name** :………………… **School** :……………………………

**Date of presentation** : …………… **Day** :…………………………

**Teaching point :** Passive Voice ( present & past simple )

---

_

Pre-entry performance : - Students have had a lesson on present and past simple.

- Students have had a lesson on subjective and objective pronouns.

Specific objectives : - Students are expected to be able to change active ( present and past simple) sentences into passive voice.

---

Procedures , activities and techniques :

The teachers first give the students the following examples by writing them on the board:

Ex:1 : They play football.

Football is played by them.

Ex:2 : She speaks three languages.

Three languages are spoken by her.

Ex:3 : She gives me a book every month.

I am given a book every month by her.

Ex:4 : We helped Ali last week.

Ali was helped by us .

Ex:5 :Sami and Mahmoud bought two pens.

Two pens were bought by them.

Step ( 2 ) : Students practice the previous examples.

Step ( 3 ) : The teacher guides the students in inferring the rules of the teaching point by asking them to check the differences between each pair of sentences.

Step ( 4 ) : Students practice changing many similar sentences in the same way as done in the previous examples.

Step ( 5 ) : Students conclude the rules or generalizations.

Step ( 6 ) : Students do the given exercises in their activity books.

Evaluation : The teacher corrects the students' mistakes.
The teacher assigns a homework .

**Teacher's name** :………………… **School** :……………………

**Date of presentation** : …………… **Day** :………………………

**Teaching point :** Passive Voice (present progressive & past progressive)

---

Pre-entry performance : - Students have had a lesson on present and past progressive.

Specific objectives : - Students are expected to be able to change active ( present and past progressive) sentences into passive voice.

---

Procedures , activities and techniques :

The teachers first give the students the following examples by writing them on the board:

Ex:1 : They are playing football.
Football is being played by them.

Ex:2 : She was speaking three languages.
Three languages were being spoken by her.

Ex:3 : She is cleaning her house.
Her house is being cleaned by her.

Ex:4 : We were helping Ali.
Ali was being helped by us .

Step ( 2 ) : Students practice the previous examples.

Step ( 3 ) : The teacher guides the students in inferring the rules of the teaching point by asking them to check the differences between each pair of sentences.

Step ( 4 ) : Students practice changing many similar
sentences in the same way as done in the
previous examples.

Step ( 5 ) : Students conclude the rules or generalizations.

Step ( 6 ) : Students do the given exercises in their
activity books.

Evaluation :

The teacher corrects the students' mistakes.

The teacher assigns a homework.

**Teacher's name** :………………… **School** :………………………

**Date of presentation** : …………… **Day** :…………………………

**Teaching point :** Passive Voice (present perfect and past perfect)

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Pre-entry performance : - Students have had a lesson on present and past perfect.

Specific objectives : - Students are expected to be able to change active ( present and past perfect) sentences into passive voice.

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Procedures , activities and techniques :

The teachers first give the students the following examples by writing them on the board:

Ex:1 : They have played football.

Football has been played by them.

Ex:2 : She had spoken French .

French had been spoken by her.

Ex:3 : She has cleaned two rooms.

Two rooms have been cleaned by her.

Ex:4 : We had helped Ali.

Ali had been helped by us .

Step ( 2 ) : Students practice the previous examples.

Step ( 3 ) : The teacher guides the students in inferring the rules of the teaching point by asking them to check the differences between each pair of sentences.

Step ( 4 ) : Students practice changing many similar sentences in the same way as done in the

previous examples.

Step ( 5 ) : Students conclude the rules or generalizations.

Step ( 6 ) : Students do the given exercises in their activity books.

Evaluation : The teacher corrects the students' mistakes.

The teacher assigns a homework .

**Teacher's name** :………………… **School** :………………………

**Date of presentation** : …………… **Day** :…………………………

**Teaching point :** Passive Voice (present perfect progressive and past Perfect progressive)

---

Pre-entry performance : - Students have had a lesson on present perfect progressive and past perfect progressive.

Specific objectives : - Students are expected to be able to change active ( present perfect progressive and past perfect progressive) sentences into passive voice.

---

Procedures , activities and techniques :

The teachers first give the students the following examples by writing them on the board:

Ex:1 : They have been playing football.
Football has been played by them.

Ex:2 : She had been speaking French .
French had been spoken by her.

Ex:3 : She has been cleaning two rooms.
Two rooms have been cleaned by her.

Ex:4 : We had been helping Ali.
Ali had been helped by us .

Step ( 2 ) : Students practice the previous examples.

Step ( 3 ) : The teacher guides the students in inferring the rules of the teaching point by asking them to check the differences between each pair of sentences.

Step ( 4 ) : Students practice changing many similar
sentences in the same way as done in the
previous examples.

Step ( 5 ) : Students conclude the rules or generalizations.

Step ( 6 ) : Students do the given exercises in their
activity books.

Evaluation : The teacher corrects the students' mistakes.
The teacher assigns a homework .

**Teacher's name** :………………… **School** :………………………

**Date of presentation** : …………… **Day** :…………………………

**Teaching point :** Passive Voice ( Simple Future )

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Pre-entry performance : - Students have had a lesson on present and simple future.

Specific objectives : - Students are expected to be able to change active (simple future) sentences into passive voice.

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Procedures , activities and techniques :

The teachers first give the students the following examples by writing them on the board:

Ex:1 : They will play chess.
Chess will be played by them.

Ex:2 : She will visit three countries.
Three countries will be visited by her.

Ex:3 : She will give me a book.
I will be given a book by her.

Ex:4 : We will help Ali next month.
Ali will be helped next week by us .

Ex:5 :Sami and Mahmoud will buy two pens.
Two pens will be bought by them.

Step ( 2 ) : Students practice the previous examples.

Step ( 3 ) : The teacher guides the students in inferring the rules of the teaching point by asking them to check the differences between each pair of sentences.

Step ( 4 ) : Students practice changing many similar sentences in the same way as done in the previous examples.

Step ( 5 ) : Students conclude the rules or generalizations.

Step ( 6 ) : Students do the given exercises in their activity books.

Evaluation : The teacher corrects the students' mistakes.

The teacher assigns a homework .

**Teacher's name** :………………… **School** :………………………

**Date of presentation** : …………… **Day** :…………………………

**Teaching point :** Passive Voice ( Modals )

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Pre-entry performance : - Students have had a lesson on modals.

Specific objectives : - Students are expected to be able to change active sentences( with modals) into passive voice

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Procedures , activities and techniques :

The teachers first give the students the following examples by writing them on the board:

Ex:1 : They can carry this table.
This table can be played by them.

Ex:2 : She may answer these questions.
These questions may be answered by her.

Ex:3 : She could offer you a map.
A map could be offered to you by her.

Ex:4 : We should help Ali.
Ali should be helped by us .

Ex:5 :Sami and Mahmoud might learn French.
French might be learnt by them.

Step ( 2 ) : Students practice the previous examples.

Step ( 3 ) : The teacher guides the students in inferring the rules of the teaching point by asking them to check the differences between each pair of sentences.

Step ( 4 ) : Students practice changing many similar sentences in the same way as done in the previous examples.

Step ( 5 ) : Students conclude the rules or generalizations.

Step ( 6 ) : Students do the given exercises in their activity books.

Evaluation : The teacher corrects the students' mistakes. The teacher assigns a homework .

**Teacher's name** :………………… **School** :………………………

**Date of presentation** : …………… **Day** :…………………………

**Teaching point :** Passive Voice **(** (be) going to **)**

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Pre-entry performance : - Students have had a lesson on *be going to*.

Specific objectives : - Students are expected to be able to change active sentences( with *be going to*) into passive voice

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Procedures , activities and techniques :

The teachers first give the students the following examples by writing them on the board:

Ex:1 : I am going to write an article.

An article is going to be written by me.

Ex:2 : She is going to visit Petra.

Petra is going to be visited by her.

Ex:3 : We are going to buy three farms.

Three farms are going to be bought by us.

Ex:4 : Sameer is going to help me.

I am going to be helped by him.

Ex:5 : Sami and Mahmoud are going to learn French.

French is going to be learnt by them.

Step ( 2 ) : Students practice the previous examples.

Step ( 3 ) : The teacher guides the students in inferring the rules of the teaching point by asking them to check the differences between each pair of sentences.

Step ( 4 ) : Students practice changing many similar

sentences in the same way as done in the previous examples.

Step ( 5 ) : Students conclude the rules or generalizations.

Step ( 6 ) : Students do the given exercises in their activity books.

Evaluation :The teacher corrects the students' mistakes.

The teacher assigns a homework .

# Appendix VII
# Names of Jury

## Names of Jury

| Name | Major | Profession | Place of Work |
| --- | --- | --- | --- |
| Manal Alghazou | Ph. Applied Linguistics | A lecturer | Mu'tah University |
| Nasser Jamil Zaideen | Ph. Eng. Literature | A lecturer | The Hashemite University |
| Odetallah Btoush | Master English Methodology | A supervisor | Al-Karak Directorate of Education |
| Maen Thunaibat | Master Applied Linguistics | A supervisor | Al-Qaser Directorate of Education |
| Noor Dardasawi | B.A. English Literature | A teacher | Faquoe Secondary School |
| Mikhlid Budairat | B.A. English Literature | A teacher | Khalid Ben Al-Walid Secondary School |

**المعلومات الشخصية**

الاسم : محمد موسى عبدا لله الليمون
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التخصص : مناهج وأساليب تدريس اللغة الانجليزية
السنة : 2012
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